## Index

(Page numbers in italics indicate material in tables or in figures.)

Accuracy: decoding, 14; emphasis on, 18 Adult literacy intervention, need for research on, 21–22

Adult poor readers, decoding as predictor of reading comprehension in, 5. See also Dyslexic adults; Dyslexia

Alphabet, manipulation of individual letters in, 96; reversing letters of the, 4

Arithmetic disability, 70; characteristics of children with, 160

Articulatory feedback, 254

At-risk child: "match" in teaching of, 99; Montessori curriculum and, 93–98; Montessori methods that enhance learning by the, 100–109

Auditory conceptualization, 244
Auditory Discrimination in Depth (ADD)

Frogram, 255 Auditory processing deficit, 70

Autoimmune disorders, 145
Automaticity: components of, 224–25;
decoding accuracy and, 19; experiment to increase word-recognition
speed and, 226–30; word recognition speed and, 235–38

Automaticity hypothesis and theory, 223-24

Behan, P., 145
Bottleneck hypothesis, 223
Brain: abnormalities in, 145; right hemispheric dysfunction of, 160
Bruck, M., 5
Byrne, B., 5

Carroll, John, 30 Chall, J. S., 5, 6, 19 Code-emphasis approach. See Phonics (code-emphasis) method Cognitive ability, 249 Cognitive development, sensorineural training and, 95
Cognitive stimulation program, 254
Comparator function, 242, 243, 244–45
Computers, need for new skills and, 133–35, 136. See also
Microcomputer

Cope, J., 31

Decoding: automaticity and accuracy of, 19; LAC and LACT-R and, 249-50; as predictor of reading comprehension, 5; vowel sound in, 197

DeMuth, K., 48

Developmental learning disability of the right hemisphere, 160

DiClemente, C. C., 63 Dinklage, Kenneth, 29

Direct instruction, 20

Dropout prevention, effective early reading instruction for, 21

Dysgraphia, 74–75

Dyslexia, 4
Dyslexic adul

Dyslexic adults, multisensory phonics instruction for, 20; PSSP for, 3, 16. See also Adult poor readers; Dyslexics

Dyslexics: engineering and, 126, 134–35; focus on special talents of, 126, 137

Dyslexic talents and computer visualization, 124-27; new technologies and new opportunities and, 132-37

Elementary school teachers, phonological awareness deficits in, 255 Engineering, dyslexics and, 126, 134–35

Finger agnosia, 74, 85 Foreign language aptitude, improving, 48

Foreign Language Classroom Anxiety Scale, 31–32

Foreign language learners: deficits of poor, 32, 47; literature on at-risk, 28–32

- Foreign language learning, multisensory approach for, 26–28, 33–35
- Foreign language teaching: methodologies for, 32–33; multisensory structured language (MSL) approach for, 26, 27; study on, 34–35
- Frost, P., 4
- Ganschow, L., 29-31
- Genetic studies of extended families, 145-46
- Gerstmann syndrome, 69, 74, 87
- Geschwind hypothesis, 145
- Glushko, R. J., 199
- Grammar in Montessori method, 96–97
- Horwitz, E., 31
- Horwitz, M., 31
- Illiteracy: effective early reading instruction to eliminate, 21; in United States, 20, 110
- Javorsky, J., 30-31
- Juvenile delinquents (JDs): attitudes of (toward change), 63; barriers to reading improvement by, 64; learning disabilities among, 54, 55; remedial reading instruction and recidivism of, 59-60, 61, 64-65; research study on remedial reading and, 55, 56-60, 62-66
- Juvenile Justice Literacy (JJL) Project, 55-56, 56-60, 62-66
- Kerman, Diana, ix
- Kline, Carl L., ix, xii-xiv, xiv-xvi Kline, Carolyn L., xii-xiv, xvi-xvii
- LAC/LACT-R. See Lindamood® Auditory Conceptualization (LAC) Test and Lindamood®-Bell Auditory Conceptualization Test—Revised (LACT-R)
- Language, relationship between arithmetic and, 70
- Learning disabilities: focusing on special skills instead of on, 126-27; immune system and, 154-55; inheritance of, 146; among juvenile delinquents, 54, 55; persistence of

- (in certain families), 156; phonological processing and, 154; right hemispheric dysfunction in nonverbal, 160; social adjustment and, 175; study of extended families with, 146–53. See also names of specific types of learning disabilities
- Ledez, J., 5
- Letters of the alphabet, reversing of, 4
- Liberman, I. Y., 4, 243, 254-55
- Lindamood® Auditory Conceptualization (LAC) Test and Lindamood®-Bell Auditory Conceptualization Test— Revised (LACT-R), 244, 245–50
- Linguistic Coding Deficit Hypothesis (LCDH), 27, 29–30
- Listening comprehension, at-risk foreign language students with difficulty in 48
- Lundberg, I., 4
- "Match" in teaching at-risk children, 99

  Mathematics: new visual-spatial methods
  and focus of, 134; sensorial materials as prerequisite to, 97. See also
- Arithmetic disability

  Meaning-emphasis approach. See Wholeword (meaning-emphasis) method
- Memory deficits, 4
- Microcomputer used in training readers to recognize words rapidly, 223, 226–30. See also Computers
- Mistakes, Montessori view of, 97–98
- Modern Language Aptitude Test (MLAT), 29
- Montessori methods, 90-91; at-risk child and curriculum of, 93-98; learning enhancement for the at-risk child and, 100-109
- Motivation for learning, 99
- Multisensory phonics instruction, 20
- Multisensory procedures: for learning foreign languages, 26–28, 33–35; Spalding method and, 113; used by Montessori, 96, 98
- Naming, 4
- Numerical skills and number sense, 85; difficulty with, 77–79, 81–84, 86
- Object naming: cues that improve, 181; phonological deficiences and

errors in, 181–82; semantically related errors in, 180; study of adult written language and, 184–91; written language difficulties and deficits in, 180

Older dyslexics. See Dyslexic adults Olofsson, A., 4 Orthographic neighborhoods, 199 Orton Awards for 1991, ix–xviii Orton. Samuel. 3–4. 111–12

Pearson, E. S., 133 Pearson, Karl, 133

Peterson, F., 4

Phonemic segmentation: measurement of, 244–45; reading comprehension and, 250; reading development and, 243

Phonemes spoken in syllables, e'ility to compare and conceptualiz, 349

Phonemic awareness: instructional approach to improve, 47–48

Phonics (code-emphasis) method, 5–6; study of effectiveness of, 7–16

Phonics instruction, phonological awareness and, 253

Phonological awareness, 4; in educators, 254-55; effects of training in, 26, 193-94; phonics instruction and, 253; reading acquisition and, 243; reading comprehension and, 250

Phonological deficiencies, 25–55; object naming and, 181–82, 191; reading and spelling difficulties and, 182; written language ability and, 191–93

Phonological processing: deficiency of, 4; learning disabilities and, 154

Phonological skills: direct instruction in, 47-48; multisensory foreign language instruction and, 45-46; reading acquisition and, 261

Pimsleur, Paul, 28–29

Pohlman, J., 29-30

Predictors: of reading comprehension, 5, 7, 18; of reading skill, 198

Prochaska, J. O., 63

Project Success Summer Program (PSSP), 3, 7, 16-21

Pronunciation: consistency of, 217; regularity of, 208–209, 210–11, 212, 214, 216; relationship of regularity and consistency in, 217-18; vowel, 197, 206-207, 213

PSSP. See Project Success Summer Program (PSSP)

Read, C., 5

Reading: approaches to teaching of, 5–6; stage theory of development of, 19, 20; using onsets and rimes in teaching, 199, 219

Reading comprehension, phoneme segmentation ability and, 250

Reading disability: origins of, 4; outgrowing, 153, 155-56

Reading instruction: approaches to, 5-6, 9, 20, 21; to prevent dropouts, 21; use of onsets and rimes in, 198

Recidivism, remedial reading instruction and juvenile delinquents' rate of, 59-60, 61, 64-65

Remedial reading: juvenile delinquents' recidivism and, 59–60, 61, 64–65; linguistic processing skills needed to profit from, 64; minimal hours needed for effective, 60, 63; Orton-Gillingham approach for juvenile delinquents and, 56–58, 65; variance in juvenile delinquents' response to program of, 63

Reversals, 4

Rhyme, sensitivity to, 198

Right hemisphere dysfunction, 176; possible genetically determined syndrome of, 174; study of behaviors associated with, 161–70

Rime families, 202-203, 204-205

Rimes, congruence of orthographic and phonological, 218–19

Rime spellings, vowel pronunciations in, 206–207

Rome, Paula, xii

School failure, right hemispheric dysfunction and, 161

Self-correction during decoding and spelling, 245, 246

Sensorimotor training, cognitive development and, 95

Sequential processing deficits, 69, 70, 75,

Shankweiler, D., 243

Simultaneous-Multi-Sensory Instruction Procedure (SMSIP), 9

- Skills, sensitive periods for learning, 92 Smith, N., 48
- Social behavior, reading/verbal abilities and, 173, 174
- Socio-emotional disturbances, nonverbal learning disability and, 161
- Space, difficulty with, 76 Spalding method: components of, 114-15; cost effectiveness of, 122; pilot programs and, 112-14; principles of instruction in, 121-22; principles of skill learning in, 121; process of skilled reading and, 116-21; the-
- oretical foundation of, 115-16 Spalding, Romalda, 110, 111-14
- Sparks, R., 29-31
- Special educators, foreign language teachers and, 47
- Specific learning disability, personal reaction to, 84. See also Learning disabilities
- Spelling, 18; LAC and LACT-R and, 249-50; non-linguistic strategies for, 74; rime, 206-207
- Stage theory of reading development (Chall), 19, 20
- Statistical data, computers to visualize, 133
- Subitizing, 82-83
- Syllable boundaries, 200 Syllable types, 201-202; frequency of
  - occurrence of, 208, 212

- Time, difficulty with, 76 Treiman, R., 199
- Verbal IQ in relation to Performance IQ, poor readers with low, 176
- Visual approaches, creative thinkers and, 125-32
- Visualization techniques, spread of, 133-35, 136
- Vowel pronunciation, 197; rime spellings and, 206-207
- Vowel spelling, 197
- Whitehead, Dorothy B., ix-xi
- Whole-word (meaning-emphasis) method, 5-6
- Wide Range Achievement Test (WRAT), LAC test and, 249
- Word-finding, problems with, 75
- Word recognition: comprehension problems from failure to automate, 223; training to increase speed and automaticity of, 235-38
- Words: blending sounds together to form, 9; one-syllable, 208
- The Writing Road to Reading, 110, 112, 115, 116, 122
- Written language: object naming and, 180, 192; phonological deficiences and, 192-93

